



BLOOMFIELD SCHOOL No 7.—FAIRVIEW.

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## ANNUAL REPORT

.... OF THE ....

# BOARD OF EDUCATION

.... OF THE ....

## TOWN OF BLOOMFIELD

ESSEX COUNTY, NEW JERSEY

NINETEEN HUNDRED AND FIVE

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WILLIAM A. RITSCHER, JR., BOOK AND JOB PRINTER,  
302 Glenwood Avenue, Bloomfield, N. J.

1905

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ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION.

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*To the Inhabitants of the Town of Bloomfield:*

The Board of Education presents the following report for the year ending June 30, 1905 :

INSTRUCTION.

On October third, 1904, Superintendent William E. Chancellor presented his resignation to the Board, with the request that he be released as soon as convenient, in order that he might accept a similar position in the city of Paterson.

Although he was under contract to remain nearly two years longer, and expressed a willingness to serve out his full term should the Board so decide, it was thought best to accede to his wishes; whereupon the task of finding a suitable person to fill the vacancy thus created was immediately entered upon.

After about six weeks spent in hearing candidates, sifting their references, and, in some cases, making thorough investigation as to their qualifications, the Board, on November nineteenth, unanimously elected George Morris to the position of Superintendent of the Schools of this place. He entered upon the duties of his position upon the first day of the following month. Coming to us with the highest commendations, he has amply fulfilled the expectations of the Board, and has received

a further contract for a two years' term of service from the beginning of the next school year.

The retirement of Superintendent Chancellor recalls the rapid growth and improvement of the schools during his seven years of service. Coming in 1897, he found the schools lacking in many of the elements of modern school work, and so crowded for room as to be unable to accommodate large numbers of children. Additional room was immediately procured by renting the Olympic building on Bloomfield avenue, where provision was made for four complete classes. The task of securing land and plans for new buildings was undertaken at once, and in 1898 ground was broken for the new Brookside building.

The Fairview and Watsessing buildings were erected in 1899, and in March, 1901, the Center School, enlarged and modernized, was opened for use.

The course of study was also broadened by the addition of Kindergartens, the opening of Evening Schools and lectures, and by providing a complete course of Manual Training for all classes.

The credit for this excellent scheme of improvements is due partly to the Superintendent, who planned much of the work; to the Board of Education, who arranged the details of administration, especially in its application to the erection of the new buildings; and to the voters of the town, who have generously sustained the Board in their efforts for the proper training of the children. Like all forward movements, this has met at times with vigorous opposition, but has finally commended itself to the enlightened judgment of the community.

The new buildings erected have admirably served their purpose, meeting the growing needs of the town up to the present time.

Now, however, the need of further increase of school accommodations is becoming more and more evident. During

the past year a part of the assembly-room of the Center building has been fitted up as a class-room.

A further use of the assembly-rooms, for half-day classes, will probably have to be resorted to in the near future, to provide for the natural growth of the schools, unless additional buildings are provided.

Owing to the decreased appropriation allowed the schools, it was found necessary to discontinue the Physical Culture course, and to reduce the schedule of studies in the High School, so as to carry on the work with a smaller corps of teachers. In order to reduce the expenses, as well as to provide room by consolidating the classes as much as possible, all the eighth grade classes were united in the Center building. This has been a great disappointment to both parents and scholars, because of the greater distance which the scholars must go in attending school, and because of their desire for the continuance of graduating exercises in the outlying school buildings.

Petitions were presented to the Board asking that the pupils be returned to their former places; but after careful study of the conditions, no way was found to overcome the natural difficulties in the case. A new effort to this end will be made at the beginning of the next school year.

A special course of training in writing, occupying two weeks, and involving no cost to the schools, was given by Professor R. N. Marrs. A small fee was charged each pupil, to be paid only in case he felt satisfied with the progress made by him. Quite a number of pupils took advantage of this opportunity, with gratifying results to both scholars and teachers.

About one hundred dollars was spent for lantern slides for the illustration of geography and science work to be used in exchange with the cities of Orange, East Orange, South Orange and Montclair.

About three hundred slides were purchased by each town or city, thus giving by exchange about fifteen hundred slides for the use of each community. It is expected that the necessary arrangements will be made, so that this valuable aid to the study of geography and science can be put to good use during the coming school year.

A similar work is done in New York State by the School Regents, slides being loaned to the various schools by the State without charge.

#### EVENING SCHOOL.

Only one session of the Evening School was held, beginning on October sixth and ending on February eleventh. A smaller number are now in attendance upon this school than formerly, but the work done is of a thorough and useful kind.

It is proposed to add some practical features during the coming season, so as to make it more attractive to the working community.

#### MANUAL TRAINING.

This branch of school work has continued along the same lines as last year.

About seventy-nine per cent. of the amount appropriated has been used for teachers' salaries, the balance for materials and plant. The cost of the latter has been small.

The interest of the scholars continues unabated, reaching in some departments a considerable enthusiasm. An exhibition of work was held in the early part of June, and was very successful in demonstrating the interest and ability of the scholars. The case prepared by the class in wood-working for the curios presented to the Fairview School is a valuable part of the exhibit, as showing the enthusiasm, good spirit and attainments of the scholars.

#### BUILDINGS.

It has been found necessary to repair the gutters and repaint the exterior wood-work, retint the interior walls and make other needed repairs and improvements, especially to the buildings more recently erected. This work was begun during the latter part of the school year, and will be completed during the summer months.

#### MAINTENANCE.

Some additional school furniture was bought for the Center and Berkeley buildings. In the former case the assembly-room was fitted up for an additional class, which it was found necessary to open.

Copies of nature-books, descriptive of animals, birds and plants, were placed in all the school libraries.

A valuable collection of minerals and curios for the use of the Fairview School was presented by Mrs. Dwight P. Beach. It may now be seen in the hall of the Fairview School building. Its presentation suggests the thought that the other schools might well be enriched by gifts of books, pictures and curios of various kinds, which have great educational value in the development of the child.

#### FINANCE AND SUPPLY.

Because of the smaller appropriation received by the Board, an effort has been made to reduce the cost of supplies to the lowest amount consistent with the continuance of the schools. Along some lines this has probably gone farther than true economy will warrant.

The expense for coal has been more than formerly, because of its high price and softer quality, as well as because of the increased severity of the past winter.

Five thousand dollars have been paid upon the school

debt, leaving a balance of \$136,000, of which \$134,000 is in bonds and \$2,000 in a mortgage upon the Center School-house.

All of which is respectfully submitted.

By order of the Board of Education.

WILLIAM A. BALDWIN,  
Secretary.

#### REPORT OF THE SUPERINTENDENT.

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OFFICE OF THE SUPERINTENDENT OF SCHOOLS, AND OF  
PRINCIPAL OF HIGH SCHOOL,

BLOOMFIELD, N. J., July 10, 1905.

*Board of Education:*

GENTLEMEN—I respectfully submit herewith my first annual report as Superintendent of Schools in the Town of Bloomfield.

Upon assuming the duties of my office on December 1st, 1904, I found the work had been well organized by my predecessor, Superintendent Chancellor, and that the schools were in good condition.

As many events of interest must have transpired during the time the schools were without a superintendent, I have asked for a report on the work of the year from each supervisor and principal. These reports are appended, and your attention is respectfully directed to them. By adopting this plan, matters of importance necessarily outside the circle of my knowledge will be brought to your attention, and an opportunity given each of the officials mentioned above to review the work of the entire year.

There is a vast difference between organizing a system of education and assuming charge of one after the machinery has been set in motion. In the first case there is much careful study and planning to be done; but when the scheme is finally worked out, the originator is in close touch with all its details by virtue of being its creator. In the latter case it is necessary to examine carefully a line of action planned by another and then master its details. In a system as large as ours there are

many details to be mastered, and much of the energy of a new superintendent must at first be directed along this line.

The general policy regarding changes in the system found in operation has been a very conservative one, but a careful consideration of existing conditions has suggested improvements along some lines. For example, the work in reading, writing and spelling in some of the primary and grammar grades has been strengthened in places by making adjustments which have enabled us to devote more time to these subjects.

Although there are more pupils enrolled in the High School than ever before, the faculty numbers one teacher less than it did last year. For this reason we have not been able to offer all the subjects prescribed in the curriculum. This unfortunate state of affairs will be eliminated for the ensuing year by the employment of an additional teacher.

Notwithstanding the increased number of pupils in the High School, we had a small graduating class. This is partly accounted for by stating that the newly planned Commercial Course has another year to run before it will be in full effect. At the next Commencement we may look for graduates from that department.

The work in the High School has been well done. The teachers have labored hard to create the most favorable conditions for work, and the pupils have shown a good appreciation of the opportunities afforded them. The High School course is so planned that it can be completed in three, four, or five years, and it is gratifying to note that parents of pupils who are not in good health are taking advantage of this flexibility in the curriculum and having their children take five years to finish the work. The old idea that the pupil must keep up with the class or be disgraced is gradually giving way, as it should, to the thought that the health of the child should be considered first of all. If the same principle were

applied more freely in the grades also, we should have fewer nervous wrecks among our school children. There are differences in the mental capacities of children as well, which should receive careful consideration. The carefully trained teacher soon discovers these differences, and is quick to suggest a remedy, but he does not always receive the sympathy and proper support of the parent. The sooner the parents realize that a class of forty pupils is made up of forty individuals, of which number no two are alike in mental equipment, the better it will be for all concerned.

During the first part of June an exhibition of school work was arranged in each school building. The work shown was not alone what the best scholars in each class had produced, but regular class exercises from every member of every class in the system were placed before the public for inspection. This arrangement was very satisfactory, for it not only gave parents an opportunity to see the work of their own children, but to compare it with the work of other children as well. It also brought parents and teachers together for the first time in many cases. For several weeks principals and teachers spent many hours after school was dismissed each day in mounting the work and arranging it in an attractive manner, but they felt well compensated for this extra labor when they saw the great interest manifested in the exhibit by the parents and friends of the children. It is estimated that three thousand people responded to the invitations to inspect the work.

The meetings of the Berkeley Neighborhood Club have been continued throughout the year, and have been well attended. These meetings also gave opportunities, which were largely improved, for parents and teachers to assume a closer and more sympathetic relationship, and to talk over matters of common interest. The good attendance at the meetings mentioned above, as well as others held throughout the year, indicates that the people of Bloomfield are greatly interested

in the work of the schools. Another indication of interest is found in the liberal patronage of the school entertainments at which an admission fee is charged, and in the amounts subscribed for the library fund. This is a very fortunate state of affairs, for it helps largely to make the conditions under which the teachers work approach closely the ideal.

The total enrollment in the day schools for the year exceeds that of last year by ninety-four, this being about the normal rate of increase. There are many boys and girls in the town who drop out and become very careless about attendance after being enrolled. The plan of appointing truant officers to look after such cases as these, is being quite universally adopted in other places. In this way many wilful evasions of the Compulsory Education Law are prevented, and the number of cases of truancy is reduced to a minimum.

The work in manual training and drawing has been conducted in a manner calculated to develop the self activity of the pupil, and to give him the power to express himself in other terms than that of language. A strong point has been made of the correlation of these subjects with the other studies.

The overcrowded condition of the Berkeley School will be somewhat relieved, and the temporary solution of a serious problem solved, when the school planned for in the Silver Lake section is opened in September. The children in this section are largely from foreign families, and in some cases cannot speak English. It will be readily seen that these pupils are not working under encouraging conditions when placed in the regular classes at Berkeley School. The new arrangement will enable us to classify them on a different basis, and they will be greatly benefited by the change.

Arrangements are being completed which will enable us to use the lantern slides, purchased during the past year, in supplementing the material found in the text books. This

will be especially true along the line of work in geography and history.

At least once during each year the sight and hearing of each pupil should be carefully tested. At present we depend upon the class teachers to discover defects. Although they do the best they can, they are not experts along these lines, and there is grave danger that in some cases serious damage will be done before the defects are found out. This can be easily remedied, however, by the employment of a specialist for a short time.

As the child's health and physical development are as important as his mental growth, the proper use of athletics and outdoor sports is given full encouragement. Various athletic teams and clubs have been organized and good work done. It is not only strength of body and limb that is gained by a well-regulated indulgence in these sports, but they are also a strong factor in developing a spirit of fairness, good judgment, and many other characteristics of true manhood and dignified womanhood.

The Glee Club, made up entirely of pupils of the High School, is another organization in which our boys and girls find much pleasure, and from which they derive much benefit. The rehearsals are held outside of school hours, and are well attended.

Your attention is respectfully called to the fact that the total enrollment for the year is greater by forty than the total number of sittings. Had all the pupils enrolled been present on any given day, you will readily see that we could not have seated them. I mention this fact that you may fully appreciate that we are fast approaching the limit of our present capacity. The additional seatings which the new school in the Silver Lake section will give us will help out temporarily only, for it is expected that a large number of these sittings will be used by pupils who have been unable to attend school heretofore.

In conclusion, I wish to state that in my judgment the teachers and pupils have done a good year's work, and well deserve the rest they are now enjoying. I wish also to express my deep appreciation of the cordial welcome extended to me when I came to take up my work in December, and of the intelligent and helpful support accorded me by teachers and members of the Board of Education throughout the year.

GEORGE MORRIS,  
Superintendent of Schools.

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*Mr. George Morris, Superintendent of Schools :*

DEAR SIR—The gradual growth in numbers that has been going on for several years in the High School has still continued for the year just closing, the total enrollment being twenty more than ever before. Should the increase be as great the coming year, either greater seating capacity must be arranged for the assembly-room or morning assembly must be omitted—a result very undesirable for every reason. In spite of the total increase in enrollment, the senior class numbers less than since 1900, but it is a matter of interest that for the first time in the history of the school more boys than girls will be graduated, and this fact will probably be repeated in a larger class next year.

It was greatly regretted when it was found that, contrary to the custom for several years, no work in the line of elocution or of current events and debate could be taken up during the year, and it is gratifying that such work will be resumed again next year, probably under more favorable conditions than ever before.

Another point of difference between the work of the past year and that of previous years is that German was not offered to the entering class. In this regard, also, the former custom will again be followed. In other lines the usual standard of work has been maintained, with no especial changes, except that the sequence in history is being made to conform to the natural, chronological order, as is recommended by the most capable authorities.

Those in touch with the daily routine of the school find especial pleasure in two facts: one, that an increasing number of pupils, looking forward to further study after graduation, are showing a livelier interest in their work; the other, that, almost without exception, the pupils manifest exceeding honesty of purpose and a ready spirit to recognize good school requirements, and such conformity to them as establishes harmony and good feeling between pupil and teacher.

Very respectfully,

ELLA L. DRAPER,  
Vice-Principal of High School.

*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—Allow me to make the following report of the Berkeley School for the year 1904-1905:

All the class-rooms have been, as usual, full. The problem of accommodating the pupils of the district was solved in a measure by the change in the boundary lines made last year. However, when school opened in September, 1904, it was found that Grade VIII could not be accommodated, and later Grade VII was also sent to the Center School because of lack of room. A number of the Seventh Grade pupils left the school rather than take the long walk to the Center School.

About the first of October another teacher was added to the staff, and since that time the work of two classes, the Connecting Class and Kindergarten, has been carried on in the same room.

One of the most serious difficulties presented this year has been the increase of attendance from the Italian district. We have enrolled this year fifty-two children from that district, and it has been found upon investigation that about seventy others do not attend any school. Of the fifty-two who entered the Berkeley School the majority were unable to speak English, and hence were assigned to the lower grades, with very little regard to age. Owing, perhaps, to the long walk, the Italian children have been very irregular in attendance, though to make room for them we have been obliged to crowd out of the school pupils of the higher grades, who would gladly avail themselves of the opportunity to attend school regularly.

The Berkeley Neighborhood Organization has continued its valuable work, this year having been, in some ways, the most successful year since its organization in January, 1902. Three public meetings have been held. At the first, the Rev. William P. Taylor made a very interesting address; at the second, Mrs. Margaret E. Sangster talked on "Good Manners

in Every Day Life;" and at the third, Mr. C. F. Kocher gave a talk on "A Vacation Trip Through Switzerland," illustrated with many beautiful views made from photographs.

Owing to serious illness, one of the teachers was obliged to resign, and another was engaged to take her place. Aside from this the staff of teachers, which has been remarkably good, has remained unchanged.

Respectfully,

MINNIETTE MARTIN,

Principal of School No. 2.

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*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—I have the honor of submitting the following report of the work of Brookside School for the year ending June 30, 1905:

Our enrollment has increased from 315 in June, 1904, to 360 in June, 1905. We have had during the year a good percentage of attendance.

The Kindergarten has again this year been very large. We have enrolled ninety-four pupils. Of this number twenty were promoted in April. Notwithstanding the popularity of our Kindergarten, some of the younger children have been very irregular in attendance. Regular attendance in the Kindergarten is as desirable as in the grades.

Improvement has been shown during the year in the work done by the pupils of all the grades. The interest of the grammar pupils in their work, and the spirit in which they have worked, have been particularly commendable.

All the pupils of the Grammar Department felt keenly, I think, the loss of the Eighth Grade from No. 3. The presence of an Eighth Grade at Brookside had, during the two years it was here, been an incentive which served to keep the pupils in school longer.

At Christmas time the pupils gave a public entertainment to a large and appreciative audience. On Arbor Day, April fourteenth, as has been our custom, we planted trees upon the school grounds. May twenty-sixth, at the Memorial Day exercises, Mr. George S. Sammis told the children some of his experiences during the Civil War. June fifth, our annual exhibition of pupils' work was given. The pupils are very much interested in these exhibits, and we find them very helpful in creating a desire for, and in maintaining a high standard of excellence in the work of the pupils.

Forty books have been added to the school library this year. The Nature Library books have during the last term been a great source of helpfulness and pleasure to the pupils. They have been greatly interested in the books on birds.

Respectfully submitted,

I. ARVILLA MARTIN,  
Principal of School No. 3.

*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—In response to your request I send the following record :

A plan which has been tried in other schools with beneficial results has been tried in Bloomfield this year: namely, an ungraded class has been organized. This class was not intended to be large, on account of the material of which it was made up, the idea being to lead in the right direction the children who apparently needed special help and supervision. The class, which was started as an experiment, has proved its worthiness to be a permanent part of our system.

On September twenty-third, the Eighth Grades from all over town were consolidated in one large class of two sections at Center. This necessitated the fitting up of one wing in the assembly-room for the accommodation of the special class mentioned above. Many of these Eighth Grade pupils came with heavy hearts at leaving their home schools, but the teachers at Center realizing this, tried to make them feel at home. That they were successful is shown by the mutual attachments which have sprung up between teachers and pupils. A large number of these girls and boys have been obliged to come a long distance each day, but their faithfulness is attested by the fact that the percentage of attendance of their grade has been among the highest in the whole school. There were sixty-eight pupils graduated on the afternoon of June twenty-ninth.

Last fall a second wing of the assembly-room was utilized for a manual training class, instead of using a part of the basement as previously. The Eighth Grade boys have gone to the shop in the High School to do bench work. While the boys have been busy with hammer and saw, the girls have been busy with needle and thread; and the fine and dainty sewing

done by them, the hats braided, the baskets woven, all tell of valuable training in neatness, exactness, patience and perseverance.

The playrooms are inadequate for so large a school, more than five hundred being enrolled this year, and a plan has been proposed whereby two rooms in the basement are to be fitted up to help overcome the difficulty.

The departmental system of instruction has been successfully carried on in the Grammar Department. The work in Composition and English has been particularly thorough and progressive.

The Sixth Grade has particularly distinguished itself by leading all the other classes in the Grammar Department. The Seventh Grade has shown a highly commendable zeal for punctuality.

The teachers in the Primary Department have been particularly efficient and earnest. The pupils have had a year of wonderful opportunity, and right well have the majority of them used it.

The Kindergarten has been well filled throughout the year, the attendance during the winter months being above the average. These little people are very happy at their games, and seem to accomplish wonders with their busy fingers.

There has been earnest effort and devotion on the part of teachers in all departments, and consequently a noble work has been accomplished. It is impossible to see all the results of this spirit which has characterized the staff, but some of them are visible in the advancement made by the children. Every true teacher knows that the formation of right character is the most important outcome of education, and toward this object we have bent our energies.

The kindly feeling of interest and co-operation manifested by the parents has been a great help toward maintaining that

sympathy and confidence between teachers and pupils which is so essential to success, and is highly valued and appreciated by us.

Respectfully submitted,

LIZZIE OTIS,

Principal of School No. 4.

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*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—When I accepted the principalship of School No. 5 last spring it was with the understanding that I should teach Grades IV to VII inclusive, but when school opened this fall the Primary room was so crowded that I transferred Grade III to my room, and to relieve me, Grade VII was transferred to Brookside. This latter transfer was a detriment to both school and pupils, as others would have attended the Seventh Grade here, but would not go to Brookside. However, we could see no other solution of the problem at that time.

Our building has been well filled during all the year, and our attendance shows a good average, with the exception of November, when we had a death from diphtheria. There are many absences in the spring and early summer, as the children are detained at home to work in the fields, gardens, etc. Tardiness annoys us a great deal, but if we complain to any great extent to the parents they are inclined to keep the children out for the whole session. I feel that the enforcement of the compulsory education law might be very helpful in some cases.

With one or two exceptions we have had little trouble with matters of discipline. Much annoyance has been caused and considerable damage done by boys from outside of the school, especially during the time of evening entertainments.

From my observations in other schools in Bloomfield and elsewhere I have drawn the conclusion that our pupils are very nearly up to grade in a general way.

The visits of Professor Smith have been much appreciated, and he has expressed himself as being much pleased with the singing. This is due to Miss Speer's drilling, as she has had entire charge of the music since she has been here.

At the request of the pupils our Christmas and Memorial Day exercises were held in the evening, so that more of the parents might attend. These exercises seemed to be appreciated, as was also the exhibit held the first part of June. Our work in manual training was very much admired, and also our art work, the pupils having spent many hours out of school in preparing the same.

As a result of the circulation of the pamphlets relating to school yards and school gardens, we now have two pretty flower beds, and the boys have become interested in the improvement of their yard. I think they would take pride in keeping their grounds in good condition if they were made more attractive.

Although I have had many trials this year, and am ready and anxious for the vacation to come so that I may rest, I do not look back with regret on this my first year as principal of School No. 5, and I hope the coming year may be far more successful and happy.

I thank you very much for all the assistance you have given us, and the great interest you have shown in our little school by visiting us yourself and bringing others. This interest has been noticed and remarked upon by both parents and pupils, and I am sure the parents appreciate it as well as the teachers.

This report is respectfully submitted by

M. ALICE GULICK,  
Principal of School No. 5.

*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—I beg to submit to you this my annual report of School No. 7.

The school was opened September 7th, 1904, with an enrollment of 278 pupils. During the month this number was reduced by the unavoidable transfer of Grade VIII to the Center School. Even with the loss of these pupils the enrollment has steadily increased, and now at the end of the school year we have a total enrollment of 372 pupils.

This is certainly a rapidly growing section of the town. In one street, alone, within the past four years thirty-two houses have been erected, and all are occupied.

Our comfortable, well-equipped school building, with the pleasant, well-ventilated class-rooms, and earnest, sympathetic teachers, is a source of pride to the community.

It is the desire of the parents of this district to retain the Eighth Grade in the school next year. In many respects this would be an excellent plan. The walk to and from school for the scholars would be shortened, and a stronger local pride and interest produced among the parents and pupils.

One of the most difficult problems, especially in the lower grades, is the irregular attendance of a certain few pupils. These children are kept out of school "to help at home," "to look after the younger children," "to run errands," and for various other reasons. Upon investigation, in the majority of cases the children are kept at home unnecessarily. If the compulsory attendance law were rigidly enforced through truant officers, our per centage of attendance would be perceptibly increased.

Notwithstanding these drawbacks, and considering the very severe winter, and a spring of much general sickness and contagion, the attendance has been very good. One boy in

our Seventh Grade has not been absent or tardy in ten years.

On June 5th a public exhibition was given, showing the sequence of work in all studies from the Kindergarten to Grade VII. The pupils have done very creditable work this year, and they and the teachers were pleased and rewarded by the many kind expressions of commendation.

This year the school has raised by subscription \$12.50 for the Library Fund. This amount, together with the State money and the help of the Board of Education, enabled us to purchase a series of Nature Reference Books and thirty-one juvenile books, which have been placed in the circulating library of the different class-rooms, and two large pictures for the assembly-room.

The school now possesses a reference library of 107 volumes, a circulating library for pupils' use of 229 volumes, and twenty-two pictures nicely framed. Some of these pictures are of considerable value, all being copies from masterpieces of art.

A collection of curios of historical and archaeological value has been loaned to the school by Mrs. Dwight L. Beach. This, together with several gifts to the school, is very deeply appreciated. It is earnestly hoped that this philanthropic movement will become contagious.

Thanks are also due to the Manual Training Class of the High School for making a very attractive and appropriate cabinet for this collection.

The pupils brought pennies on Arbor Day, April 14th, and purchased a linden tree, which was planted in front of the school lot, and is now designated as "The School Tree." The Board of Education also gave the school two Norway maples. Your request that each child should plant a tree or shrub at his home and the record be kept at school, to be con-

sulted next year, met with great enthusiasm, and often I have a child say to me, "My tree is living yet."

On the Fridays preceding Thanksgiving, Christmas and Washington's Birthday the pupils gave very successful entertainments, to which the parents were invited.

Memorial Day exercises were held upon the twenty-sixth day of May in the assembly-room, and the parents and pupils were very much entertained by the interesting talk of Mr. John M. Bancroft on his "Reminiscences of the Civil War."

The first term of the school year was unusually discouraging in the changing of teachers. One grade in two months had four teachers, and three other grades had two teachers each during the term. This was a serious disadvantage, and for a time progress in instruction was greatly handicapped.

The past year has been characterized by zealous, faithful work on the part of teachers and pupils, and we do feel that good has been accomplished. It has been the daily purpose of the teachers not only to impart and lead the pupils to acquire knowledge, but to teach each boy and girl to know and love the right.

I beg leave to acknowledge and thank you for your kind, sympathetic direction and words of encouragement.

Very respectfully submitted,

IDA E. ROBINSON,

Principal of School No. 7.

*Mr. George Morris, Superintendent of Schools:*

DEAR SIR:—In compliance with your request, I have the honor to submit herewith a brief report of the work of the Watsessing School for the current school year.

Perhaps it would be of considerable interest to note the rate of increase in the number attending the school during the past five years, which, in spite of the fact that the school's territory has been reduced, still shows a normal and steady growth. The enrollment table for the past five years is as follows: 1901, 243; 1902, 265; 1903, 329; 1904, 342; 1905, 340.

The Watsessing School district has at present a smaller area from which to draw pupils than any other school in the town of Bloomfield, but it also contains within its borders one of the most densely populated sections of the municipality. This fact, coupled with a condition of unexampled building activity, has resulted in such an increase of attendance as practically to satisfy the seating capacity of the building, notwithstanding the transference in the early fall of one entire grade to the Center School. The retention of the Eighth Grade next year and the natural increase of attendance will compel us to make use of room not now adapted to class instruction. However, the desirability of a complete grammar school in this neighborhood from an educational standpoint so outweighs all temporary inconvenience, as far as class-room accommodation is concerned, that it is the earnest desire of the principal that there be again instituted an Eighth Grade in his building.

Considering the fact that we have had a staff of only eight teachers for nine classes, and the necessity of having two grammar grades in one room, the results of our work have been particularly gratifying. Harmony and co-operation have existed, and a spirit of enthusiasm has characterized the work.

There has been a marked improvement in methods, and a more skilful manipulation of the tools used in imparting knowledge. Children have not been driven or coaxed; on the other hand, they have been more and more stimulated to self-activity by respectful attention to their needs and a ready acknowledgment of honest effort. As a consequence, pupils have learned to appreciate the school with its opportunities for earnest work.

The results of this method have been particularly noticeable in reading, where, in the past, there has been too much dictation and criticism. Encouragement, suggestion, and an abundant supply of interesting reading matter, aside from the regular class text-book, have co-ordinated in such a manner as to supply our children with a fund of useful information, a knowledge of the best literature, and at the same time to create in them a love of occupation and a desire to think broadly and deeply on all subjects.

We have made a special effort to emphasize the English work this year. Every lesson has been made an English lesson, as far as consistent with a proper presentation of its subject matter. Slovenly or incorrect language has not been tolerated in any subject, or at any time or place during the school day. Through example and practice, opportunities have been afforded the pupils to acquire skill in the intelligible oral and written expression of true thought, and in the art of taking into their lives whatever may be of value in what they hear or read. Likewise spelling and penmanship have been all-pervasive, being taught in connection with every written exercise, as well as during the regular daily lessons in those subjects.

In Arithmetic, we have endeavored to secure alertness in discovering the constitution given numbers and their combinations, and readiness and accuracy in the discovery of the logical relations among the incidents of problems.

As this school had no special teacher of Art this year the work of the department was assigned to the teachers of our own staff. Marked progress was observable. There was apparent greater freedom, keener observation, and a better appreciation of the laws of order and life in the work of the pupils. Particularly noticeable was the increased richness and fluency in the use of drawing for the purposes of illustration and decoration, especially in language work, geography, history and nature study. This cannot fail to yield excellent fruit in the individual and social life of the child.

In addition to the highly satisfactory intellectual and aesthetical training of our children, an effort has been made to provide more or less methodical ethical training. This has been intimately interwoven with the presentation and treatment of the various subjects of instruction. Every subject has more or less distinct elements of ethical value. The richest material, however, is yielded by history and literature, which present to the child an exhaustless fund of fact and fancy for the illustration and inculcation of the virtues of self-control, veracity, justice and kindness.

Neither has the physical side of the child's nature been neglected. By careful experiment we have found that our calisthenics have not been sufficient to give relief to a brain fatigued by the prolonged concentration on intellectual subjects, nor to a body possessing a weakened vitality induced by present day class-room conditions. What is most needed is plenty of spontaneous freedom and play in the open air. This has been secured to a certain extent by encouraging the pupils to form teams in base-ball, foot-ball and basket-ball. Playground apparatus is now needed, in order that we may more fully carry on this work so essential to the health and happiness of the individual.

In conclusion, I desire to commend the spirit in which my

teachers have carried on the school work. There has seemed everywhere paramount a desire to do the best, and to teach with that high conception of the child's school-life which considers it a preparation for the community-life into which the pupil must some day enter.

Respectfully,

THOMAS AGNEW, JR.,

Principal of School No. 8.

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*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—I hereby submit my report in the department of music for the school year just closed.

Instruction in vocal music has been regularly and systematically given in all of the grades throughout the school system, the lessons having been prepared and presented by teachers under the personal direction of the supervisor.

In planning work for the guidance of grade teachers care has been taken to systematize the lessons, so that pupils may learn to look upon the singing hour as strictly a part of their regular school work, and not as a side issue. Moreover, I have been at particular pains so to instruct the teachers themselves as not to leave the issue in any doubt.

With regard to the general fitness of the average grade teacher to impart instruction in music, it may be said that a certain amount of knowledge is acquired in the Normal School, and while it cannot be expected that musicians grow upon every educational bush, Bloomfield has, I think, been unusually fortunate in securing teachers who have brought to their work exceptional musical equipment and enthusiasm, while in nearly

every case earnestness of purpose and a desire to improve has been the dominant note along this special line of school work.

The "Music Course, Outline and Manual," is placed in the hands of each teacher as a help in imparting systematically sound elementary knowledge of sight reading in music, begun in the first year and carried on in progressive stages all through the grades. But what is of still greater importance is the creation of a musical atmosphere in the class-room, the leading up to and preparation for the interpretation of bright and artistic songs. This song feature, which is a power-giving quality in the education of the child, is developed all along the line, thus making the student familiar with perfect examples of art form.

We are gradually replacing the old Music Course of textbooks with the "New Educational Music Course," in which both songs and exercises serve as an admirable vehicle for actual sight-reading in easy and progressive stages.

Although the work of the supervisor is limited to three days each week, he is yet enabled to keep in touch with and direct generally the lessons given by the regular teachers, giving especial attention to those classes in which the work seems to need his services most.

Meetings for teachers in music have been held once in each month for review, outline, and exchange of ideas, which are found to be helpful in the carrying on of their work successfully. At these monthly meetings the supervisor occasionally gives a lesson in applied music, embracing the theoretical and practical problems with which teachers are confronted during the singing period. The most discouraging feature, perhaps, with which the teacher of music in class work has to contend, especially where there are a large number of boys, is in the antagonism, real or apparent, shown by them towards the singing lesson. Vocally considered, the lessons are more or less interrupted by reason of the "change" or "break"

in boys' voices, which usually occurs at about the age they enter the Seventh and Eighth Grades. It is during this period of adolescence that the "boy of it" asserts itself in a spirit of antagonism to the singing period. The boy's almost abnormal dislike for this part of school work is evidenced in his refusal to interest himself seriously in the lesson. This boyish obstinacy is not only embarrassing to the teacher, but it places him in a position of uncertainty as to the proper action to take with justice to the pupil. The problem which confronts the teacher is how to get at the boy, and to convince him that, despite the temporary disabilities under which he is laboring, it is to his best interests to persevere with the work of the lesson; and, furthermore, that the danger to his voice lies not in the proper use of it, but in its abuse. If the parent, who is the one most anxious about the matter, instead of enjoining the boy to abstain from singing during this trying period, as is sometimes the case, would interest himself in combating the real danger caused by the tremendous strain to the vocal organs during outdoor sports, it would result in a better permanent vocal equipment. One may just as well forbid a boy during this transition state to talk as to prohibit the moderate use of his voice in the singing lesson. That the boy is handicapped by this change in his voice goes without saying. He feels very much in the same condition as does a person suffering from a cold; his throat is frequently hoarse and tired, and since he is unable to manage his voice satisfactorily, his condition calls for a certain amount of consideration. This break in the boy's voice does not demand that he be excused from the regular singing lesson. Judicious vocal practice and proper vocal method will in due course leave his voice stronger and more flexible than if no training is given. The teacher should help the boy to forget the annoyance due to the change by giving him encouraging and sympathetic training.

In addition to the regular and, as far as possible, systematic visits to the class-rooms of all the primary and grammar schools, I have given personal instruction to the first and second year pupils of the High School two periods, and to the Juniors and Seniors one period of each week. The combined Eighth Grades have also received personal instruction one period each week. The work in these classes for the past year has mainly been along the line of choral practice in preparation for the High School. Assembly singing of all the grammar grades in Center School of forty minutes' duration occurs once each week; chapel singing in the High School three times each week, and occasionally assembly practice in all of the Primary and Grammar Schools. These are among the regular and occasional engagements of the supervisor during the year.

The progress made in music by the High School pupils during the year is very gratifying. The early foundation laid in the elemental musical technicalities has aroused in them general appreciation and a broader comprehension of the beautiful in music, which finds expression in the musical literature of the classical masters. In the use of the Laurel Song Book we are able to present the best works of the standard writers, compatible with practicability and the limitations of young singers.

The organization of a Glee Club of about forty-five members has added considerable social interest to the school-life of the High School pupils. The Club has sung at several musical functions in Bloomfield during the school year with gratifying success, notably the Club Concert given at Jarvie Memorial Hall early in the winter. The rehearsals take place after school hours at stated intervals, under the leadership of the supervisor.

Respectfully,

P. J. SMITH,

Supervisor of Music.

*Mr. George Morris, Superintendent of Schools:*

DEAR SIR:—The purpose of this year's work in the Drawing and Manual Training Department was to further correlate the two subjects, to make the work of practical value, and to develop within the child the appreciation of beauty which brings with it a richer and fuller life.

Teachers' meetings are called by the supervisor of the department once a month for the manual training, and once a month for drawing.

The Primary work is taught by the regular teachers under the direction of the supervisor, while the Grammar and High School work is taught entirely by the special teachers under the direction of the supervisor.

Beginning with the first year in school, the pupils make articles which require measurement and accuracy in folding. To these are applied decorations which interest the child and develop his sense of fitness.

The work also includes exercises in modeling and weaving. Color study and the painting of landscape from memory increases observation and strengthens the imagination. This work is continued in the second and third years in more advanced exercises.

In the first, second and third years the children build respectively an Eskimo, Indian and Colonial village, thus correlating manual training with the work in history and geography stories. It has been found that this plan adds zest to the other work. In the fourth year the boys and girls are in separate classes, and take up different lines of work that will prepare them for the more serious work that follows in the grammar grades. The boys construct articles of cardboard that require accurate measurement, and articles of wood for the knowledge it will give them of handling that material. Sewing is taught to the girls. The various stitches must be learned, but we consider the teaching of sewing according to

measurement too tedious to hold the interest of pupils so young. For this reason the girls learn the stitches by making costumes for models which portray characters in history and fiction, thus again correlating their manual training with the other studies.

In the fifth, sixth and seventh years the boys and girls remain together in the drawing class, where they have color study, freehand and mechanical drawing.

The design work, as decoration for the articles made in the manual training classes, has made considerable progress this year, and we shall endeavor to continue our efforts in this line to cultivate in the pupil the sense of beauty and fitness.

In the manual training work the boys and girls are taught in different classes. The boys continue the study of the handling of wood, the measurement and making of plans for articles to be carried out with the lighter tools, chiefly the Sloyd knife.

The eighth year boys are taught in the shop at the High School, where they do more advanced work in wood with the heavier tools.

The course of study for the girls, including the eighth year, consists of sewing and weaving, and it reaches the handling of materials. The different stitches and the application of the same, the study of beauty of form as applied to the making of baskets, and the making of raffia articles that will give them dexterity, are also a part of the work.

The High School work, both in drawing and manual training, is elective.

In the drawing classes the study of form and color in still life, nature and design is continued, and in addition to this mechanical drawing is taught.

Applied design, as related to articles made in the drawing room and shop, has been a most interesting problem, in many cases successfully solved.

Manual training calls for the planning and making of more difficult models in wood for the boys.

For the girls the work is in cooking and sewing. A study of food values and the preparation of food are systematically carried on.

The sewing course consists of the measuring and drafting of patterns and the making of useful garments.

We take this opportunity of thanking the Superintendent, the Board of Education, the principals and the teachers, for their co-operation in this work, without which it would have been impossible to have gained the present results.

Respectfully yours,

ANNA S. CARSON,  
Supervisor of Drawing and Manual Training.

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*Mr. George Morris, Superintendent of Schools :*

DEAR SIR:—The work of the Bloomfield Public Evening School during the past year has been devoted to reading, writing and arithmetic, together with two special classes, one for men in mechanical drawing and mathematics, and one for both sexes in the commercial branches.

The aim of our Evening School pupils seems to have been decidedly commercial; that is, they attended school, so that by their power to read and write English, and to use figures quickly and accurately, they might become more valuable to their employers, and thus increase their own wages. The teachers have kept this motive well in view with good success.

Respectfully submitted,  
FREDERICK BROWN,  
Principal of Bloomfield Evening School.

## SCHOOL ENROLLMENTS.

### DAY SCHOOLS.

Net Enrollment 1904-1905	1890	1008
No. 1. High School,	155	1893
No. 2. Berkeley,	395	1896
No. 3. Brookside,	360	1897
No. 4. Center,	555	1898
No. 5. Brookdale	70	1899
No. 7. Fairview,	372	1760
No. 8. Watsessing,	340	1901
	1902	1972
2,247	1903	2102
	1904	2153
	1905	2247

### EVENING SCHOOL.

Net Enrollment 1904-1905, 211.

### DAYS' ATTENDANCE.

1902.....	244,000
1903.....	264,000
1904.....	288,000
1905.....	308,000

## FINANCIAL REPORT.

### RECEIPTS.

June 30, 1904. Balance in hands of Treasurer :

Current Expenses.....	\$ 341 49
Manual Training.....	274 70
Received from State.....	24,499 45
" " Town.....	37,500 00
" " State Manual Training.....	2,500 00
" " State Library.....	70 00
" " Local Sources Library.....	112 88
" " Dog Tax.....	240 00
" " Miscellaneous Sources.....	5 38
	————— \$65,543 90

### DISBURSEMENTS.

Teachers' Salaries.....	\$42,063 95
Janitors' Wages.....	3,738 50
Repairs.....	1,186 30
Books.....	1,333 56
Supplies.....	3,866 61
Furniture.....	154 51
Library.....	334 47
Transportation of Brookdale Pupils.....	250 00
Insurance.....	135 00
Printing.....	150 60
Fuel, Light, Power.....	6,196 20
Salary of Secretary.....	600 00

### MANUAL TRAINING.

Plant.....	\$ 96 73
Material.....	871 45
Salaries of Teachers.....	3,675 00
	————— \$4,643 18

Balance in hands of Treasurer :

Manual Training.....	631 52
Current Expenses .....	259 50
	————— \$65,543 90

**LIBRARY FUND.**

## AMOUNTS RAISED BY PUPILS.

No. 1, High School.....	\$17 20
No. 2, Berkeley.....	16 01
No. 3, Brookside.....	17 89
No. 4, Center.....	16 63
No. 5, Brookdale.....	15 90
No. 7, Fairview.....	13 55
No. 8, Watsessing.....	15 37
	<hr/>
	\$112 55

**RULES AND REGULATIONS.****SESSIONS.**

Elementary Schools,                            9 to 12.00 A. M.  
    1.15 to 3 P. M.

Morning Recess 10 minutes.

Kindergartens,                                    9 to 11.40 A. M.  
    1.15 to 2.30 P. M.

High School,                                        9 to 12.10 P. M.  
    1.30 to 3 P. M.

School doors open at 8.30 A. M. and close at 3.30 P. M. From December 1 to March 30 the buildings are open during the noon hour. At all other times the doors are open from 8 A. M. to 4 P. M., only when the weather is wet or stormy.

The Superintendent of Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. (Section 153, School Law of New Jersey, 1904.) All lessons count zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse is accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon business of any kind.

While the schools are open to parents and citizens at any time, principals and teachers will consider Monday, both sessions, and Friday afternoons as the public visiting days.

Teachers are to be present at school from 8.40 A. M. to 12 M., and from 1 P. M. to 3.30 P. M.

No pupil may be detained after school later than 3.30 P.M., or at noon over five minutes, except in the office of a principal.

Teachers visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent from sickness two days in the year without deduction of compensation. Such sickness is certified in writing to the Superintendent. For all other absences of less than twenty school days consecutively, deduction is made at the rate of \$1.25 per school day in Grades I to VIII, and \$2.00 in Grades IX to XII, the cause properly certified. Absence without accepted excuse leads to deduction of salary in full. Special cases are referred to the Board.

The compensation of substitutes is \$1.25 per school day in Grades I to VIII, also in the Kindergartens, and \$2.00 in Grades IX to XII. Substitutes who serve ten days continuously in the same class may receive \$9.00 per week. Substitutes certify in writing to the Superintendent each day's service at each time.

Principals report in writing, monthly or oftener, failures of specialists or class-teachers to be present upon the time set in these schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

#### CALENDAR FOR 1905-1906.

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##### FIRST TERM :

Begins Wednesday, September 6, 1905.  
Ends Friday, December 22, 1905.

##### SECOND TERM :

Begins Tuesday, January 2, 1906.  
Ends Friday, March 30, 1906.

##### THIRD TERM :

Begins Monday, April 9, 1906.  
Ends Tuesday, June 26, 1906.

##### HOLIDAYS :

Thanksgiving Day and day after.  
Lincoln's Birthday.  
Washington's Birthday.  
Memorial Day.  
State Election Day.  
Labor Day.

## PROGRAMS OF GRADUATION EXERCISES.

HIGH SCHOOL, JUNE 29.

Organ Prelude, Grand Offertoire in D.	E. Batiste
Leonora March,	Raff
Scripture Reading—Prayer, REV. GEORGE A. PAULL.	
Part Songs, (a) Awake! Awake to the Hunting, (b) Yeoman's Wedding Song,	Henry Smart Prince Poniatowski
Oration, What's in a Word? JENNIE F. WARREN HUBBARD.	
Oration, The French Peasant before the Revolution, ROBERT EVANS KEDDIE.	
Chorus, Olav Trygvason (Bjornson's "Landkjending") Edvard Grieg, Op. 31	
Oration, The Influence of the Newspaper Editor, SPENCER WILSON PHRANER.	
Chorus, The Blue Danube,	Johann Strauss
Oration, Heroes and Heroines of Fiction, MARGIE ELIZABETH DANN.	
Chorus, The Pilgrim's Chorus (Tannhaeuser)	Richard Wagner
Oration, The Engineer and National Expansion, THEODORE GEORGE WEBER.	
Part Songs, (a) The Clang of the Forge, (b) A Stormy Evening, (c) You Stole my Love,	Paul Rodney G. W. Chadwick Walter Macfarren
Address to Graduates, REV. FREDERIC W. BUIS.	
Presentation of Diplomas, MR. WILLIAM A. BALDWIN.	
School Song.	
Benediction.	
Organ Postlude, Finale,	E. H. Lemare

## GRADUATES.

Ruth Gladys Bowns,	Caroline Blanding Underwood,
Margie Elizabeth Dann,	*Hamilton Grinnell Dishrow,
Jennie Field Warren Hubbard,	George Edward Jamison,
Herbert Goodman Harris,	*Clifford Hampton Lawrence,
Robert Evans Keddie,	Spencer Wilson Phraner,
Rolland Rose King,	Theodore George Weber.
*Certificates.	

## Graduates by Years.

YEAR.	DIPLOMAS.	YEAR.	DIPLOMAS.
1876.....	11	1891.....	15
1877.....	5	1892.....	12
1878.....	2	1893.....	18
1879.....	No record	1894.....	10
1880.....	No record	1895.....	15
1881.....	No record	1896.....	12
1882.....	No record	1897.....	8
1883.....	6	1898.....	8
1884.....	12	1899.....	12
1885.....	8	1900.....	9
1886.....	4	1901.....	18
1887.....	13	1902.....	18
1888.....	9	1903.....	15
1889.....	10	1904.....	17
1890.....	6	1905.....	10

CENTER GRAMMAR SCHOOL, JUNE 29.

PART ONE.

Prayer,	REV. GEORGE L. CURTIS.	
Chorus, Star Spangled Banner,		Key
Declamation, How We Brought the Good News,		Browning
		*JOHN PERRY RAWSON, Brookside.
Chorus, (a) Bonnie Dundee,		
		(b) Scots Wha Hae Wi Wallace Bled.
Recitation, The Deacon's Masterpiece,		Holmes
		*JOSEPHINE HOPPLER BAECHLIN, Berkeley.
Piano Solo, Rustle of Spring,		Christian Sinding
		*EDITH MAY ALBINSON, Fairview.

PART TWO.

Song, Country Dance,	Myles B. Foster	
SEVENTH AND EIGHTH GRADES.		
Declamation, Selection from Marmion,		Scott
		*WILLIAM PETERS, Brookdale.
Declamation, John Maynard.		Anonymous
		*ABRAHAM A. SAMUEL, Watsessing.
Chorus, Marseilles Hymn,"	Rouget de Lisle	
Reproduction, Little People of the Snow,	Bryant	
		*ALICE FLORENCE BLEECKER, Center.
Presentation of Diplomas,		
		DR. WILLIAM R. BROUGHTON.
Chorus, America.		

\*Pupils who have attained the highest standing in their respective schools for the Grammar Course.

GRADUATES.

Edith May Albinson	W. Erving Heckel
Samuel Jarrett Andrew	Richard Hyer
Allen F. Arbuthnot	Rebecca Johnson
Anita Elaine Bruett	Graham Sinclair Johnstone
Ella May Bland	Beryl L. King
William R. Beldon	Carrie W. Krumb
Constance Arabella Bardner	George T. Kohler
Julia R. Biggart	Deane Maxfield Lawrence
Alice Florence Bleecker	Mabel Lee
Margaret Beulah Barker	Frances T. Leach
Josephine Hoppler Baechlin	Mahlon G. Milliken
David Haviland Barrie	Talmage Mershon
Ralph C. Cadmus	George Mayer
Russell G. Cook	Lydia Francis Maddox
Ethel M. Derby	Florence Isabella Melcher
Edith A. Ellor	William F. Patterson
Grace L. Ferguson	Mary Lidwina Peters
Clifford M. Fisk	William Peters
Estelle Frank	John Perry Rawson
Joana Fronapfel	Ruth Amelia Rhoades
Emma C. Fornoff	Bessie Roworth
Olive G. Fisher	Eva Ethel Rissler
Grace Sophia Garrabant	Albert F. Schleich
Ethel B. Gano	Abraham A. Samuel
Herbert Joseph Geib	Warren F. Sutherland
Stanley Grundy	Florence C. Svenson
Gordon Grundy	John George Stumpf
Grace W. Hanlon	Ella F. Stein
Hilda C. Herold	Carrie L. Taylor
Charles Stanley Hoff	Ruth Fickett Tice
Helen Elmina Hubbard	Hugo Untiedt
Henry Clifford Hummel	Herbert C. Vreeland
Marion Carlisle Hays	John William Venner, Jr.
Helen Haines	A. May Wyker

#### ATTENDANCE RECORD IN HIGH SCHOOL.

Paul F. Blumenfeld,	Neither absent nor tardy during the year.
Natalie Bourne,	" " " " "
Fred M. Kern,	" " " " "
Bessie H. Vreeland,	" " " " "
Franklin C. Wells,	" " " " "

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#### ATTENDANCE RECORD IN GRAMMAR SCHOOLS.

NAME	SCHOOL	NEITHER ABSENT NOR TARDY
Elizabeth Edlin,	Fairview,	for two years.
John Perry Rawson,	Center,	for five years.
Fred Harvey,	Fairview,	for ten years.

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#### FREE PUBLIC EVENING LECTURES AT CENTER SCHOOL.

- 1 THE IVORY CITY—AT ST. LOUIS,  
REV. HENRY R. ROSE  
Illustrated by Stereopticon Views.
- 2 BENJAMIN FRANKLIN,      REV. HENRY R. Rose  
Illustrated by Stereopticon Views.
- 3 ITALIAN ART,                GEORGE C. CLANCY  
Illustrated by Stereopticon Views.
- 4 AMERICAN BIRDS,            WILLIAM DUTCHER  
Illustrated by Stereopticon Views.